# TPACK Learning Activity One : Picture This!

* Describe the activity
  + Activity One: Inferring
  + Students will be placed in mixed groups of skill level and gender. Before students are given the camera the teacher will demonstrate how to use the camera. Students in each group will be given a chance to practice using the camera. Each group will then be given a digital camera, using the digital camera students will be asked to take pictures of events throughout the school day. These events are to not be staged. The students in the group will each take turns using the camera to insure equal use time of the cameras. Pictures can and are encouraged to be taken during instruction. Students will be instructed to not be disruptive while taking the pictures. Before turning the cameras in for printing each group will work together to select six pictures. The pictures then will be printed and a random picture will be given to each student the next day. The students then will make inferences to write a detailed story to go along with the picture.
* Learning objective
  + As a result of this activity my fourth grade students will be able to practice and implement the reading comprehension strategy of inferring. Students will be able to take a given scenario and create a logical inference based on the information given.
* Technology Integration
  + By using the digital cameras students will be given ownership of their own learning process. Using pictures that the students have chosen themselves will make students more interested in creating stories. I believe using this type of technology will make the concept of inferring more visible to the students. This technology may be a little bit more work for me as the teacher. However the use of digital cameras makes the instructional process more engaging for my students which will allow me to make sure my students understand this concept fully
* Connection to Standards
  + I will address the flowing Michigan GLCEs for fourth grade
    - **R.MT.04.01** self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
    - **R.CM.04.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
    - **R.CM.04.02** retell through concise summarization grade-level narrative and informational text.
    - **R.CM.04.03** explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.
    - **R.AT.04.01** be enthusiastic about reading and do substantial reading and writing on their own.
    - **W.GN.04.01** write a cohesive narrative piece such as a myth, legend, fantasy, or adventure creating relationships among setting, characters, theme, and plot.
  + I will be addressing the following Technology Standards:
    - **Creativity and Innovation**: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
    - **Research and Information Fluency**: Students apply digital tools to gather, evaluate, and use information.
* Student Prior Knowledge
  + Before giving the students the cameras I will be teaching a mini lesson on inferring and why this is an imprint strategy. In order to asses my students knowledge on the use of digital cameras I will use the Smart Response system. This is an individual quick response system. Using a handheld device the student selects their response then the information is directly imputed into a spreadsheet. I will give the students a quick 3 questions pre-assessment on their knowledge of digital cameras. I will then use the data to assign groups.
  + During this activity I will be walking around to troubleshoot any problems the students may have. The use of mixed level groups will also aid in any problems.
* Content Knowledge
  + I am a Language Arts major and having been teaching elementary for four years. I am not an expert but I am very confidant in my knowledge of teaching this strategy. I have a passion for literacy and this shows through my teaching. As a teacher it is necessary for me to be aware of the standards and learning expectations of my students. Since I am incorporating the use of cameras it is necessary for me to be completely knowledgeable in the use of the cameras because I will be the one answering any questions.
* Pedagogical Knowledge
  + My students are primarily English Language Learners and I feel as if this engaging activity will allow for this concept to be easier to comprehend. I have found the use of leveled groups works well with my students. The students are not aware that this is the method I use but they are able to answer each others questions. Hands on approaches to concepts allow my students to see the strategy at work and gives the desired results of comprehension and practice.
* Technology Knowledge
  + I enjoy taking pictures and am familiar with the use of digital cameras. The cameras that my school has for student use are student friendly and are easy to troubleshoot. I feel extremely comfortable in using this type of technology in this lesson.
* TPACK Analysis
  + Making inferences is all about creating a picture in your head and filling in the banks. Looking at my population of primarily ELL students I decided to bring this concept to life for my students. Using technology will allow to reach my students where traditional teaching methods will not be able to
* Assessment Plan
  + I will be assessing the students use of inference by the aid of a rubric. The students will be looking at the picture they are given, make an inference, and use the writing process to create a story based on the picture. The use of the rubric will help me in assuring learning objectives were met. I will not be assessing the student’s use of technology because in this activity the technology is being used as a tool to meet the objective.

The rubric below will be used to assess each of these elements of your learning activity.

**Learning Activity Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category** | **3 Points** | **2 Points** | **1 Point** | **0 Points** | **Score** |
| **Activity Description** | There is a very clear and detailed description of the plan that details what the students and teacher will be doing throughout the duration of the activity. | There is a fairly clear description of the plan that details what the students and teacher will be doing throughout the duration of the activity. | There is a general description of the plan that details what the students and teacher will be doing throughout the duration of the activity. | There isn’t a clear description of the plan that details what the students and teacher will be doing throughout the duration of the activity. |  |
| **Technology Integration** | The plan clearly states how technology will be used to enhance learning. The plan also indicates how students will be supported during the project. | The plan states how technology will be used in the learning environment. The plan mostly indicates how students will be supported during the project. | There is a general statement about how technology will be used. The plan partially indicates how students will be supported during the project. | There is not a clear statement about how technology will be used. The plan doesn’t indicate how students will be supported during the project. |  |
| **Learning Objective** | There is a clear connection between the design of the activity and the stated learning objectives. The activity is well suited to help students meet the stated objectives. | There is a connection between the design of activity and the stated learning objectives. The activity is mostly suited to help students meet the stated objectives. | There is a minimal connection between the design of the activity and stated learning objectives. The activity is partially suited to help students meet the stated objectives. | There isn’t a clear connection between the design of the activity and the stated learning objectives. The activity is not suited to help students meet the stated objectives. |  |
| **Connection to Standards** | Several relevant content and technology standards are stated in the learning objective. | Some relevant content and technology standards are stated in the learning objective. | Very few relevant content and technology standards are stated in the learning objective. | No relevant content and technology standards are stated in the learning objective. |  |
| **Student Prior Knowledge** | Student prior knowledge and skills have been taken into consideration and adequate support has been designed into the activity to help the students be successful in their learning. | Student prior knowledge and skills has mostly been taken into consideration and some support has been designed into the activity to help the students be successful in their learning. | Student prior knowledge and skills has partially been taken into consideration and support has been designed into the activity on a limited basis. | Student prior knowledge and skills have not been adequately factored into the planning of the activity. |  |
| **Content Knowledge** | All of the content knowledge (CK) required of the teacher to successfully execute this activity is clearly stated in the plan. | Most of the content knowledge (CK) required of the teacher to successfully execute this activity is stated in the plan. | Some of the content knowledge (CK) required of the teacher to successfully execute this activity is stated in the plan. | Very little of the content knowledge (CK) required of the teacher to successfully execute this activity is stated in the plan. |  |
| **Pedagogical Knowledge** | All of the pedagogical knowledge (PK) required of the teacher to successfully execute this activity is clearly stated in the plan. | Most of the pedagogical knowledge (PK) required of the teacher to successfully execute this activity is stated in the plan. | Some of the pedagogical knowledge (PK) required of the teacher to successfully execute this activity is stated in the plan. | Very little of the pedagogical knowledge (PK) required of the teacher to successfully execute this activity is stated in the plan. |  |
| **Technology Knowledge** | All of the technology knowledge (TK) required of the teacher to successfully execute this activity is clearly stated in the plan. | Most of the technology knowledge (TK) required of the teacher to successfully execute this activity is stated in the plan. | Some of the technology knowledge (TK) required of the teacher to successfully execute this activity is stated in the plan. | Very little of technology knowledge (TK) required of the teacher to successfully execute this activity is stated in the plan. |  |
| **TPACK Analysis** | The learning activity includes a logically supported rationale for the technological and pedagogical decisions made throughout. | The learning activity includes a logically supported rationale for most of the technological and pedagogical decisions made throughout. | The learning activity includes a logically supported rationale for some of the technological and pedagogical decisions made throughout. | The learning activity does not include a logically supported rationale for the technological and pedagogical decisions made throughout. |  |
| **Assessment** | An adequate assessment plan has been created that clearly outlines how students and/or their work will be assessed. | An adequate assessment plan has been created that outlines how students and/or their work will be assessed. | An assessment plan has been created that mostly outlines how students and/or their work will be assessed. | An adequate assessment plan is not provided. |  |
| **Grammar & Spelling** | There are no spelling or grammar errors. | There are a few spelling and grammar errors. | There are several spelling and grammar errors. | There are multiple spelling and grammar errors. |  |

**Comments:**

**Score: 33/33**